

DOCUMENT RESUME

ED 384 275

FL 801 020

AUTHOR Wiley, Terrence G.
TITLE A Model Syllabus for Literacy and Linguistics with a
Selected Bibliography.
PUB DATE 95
NOTE 23p.
PUB TYPE Guides - Classroom Use - Teaching Guides (For
Teacher) (052) -- Reference Materials -
Bibliographies (131)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Course Descriptions; Course Objectives; Ethnography;
Grading; Linguistics; Linguistic Theory; Literacy;
*Literacy Education

ABSTRACT

A detailed model syllabus is presented for a general introduction to literacy studies from linguistic and sociocultural perspectives. Topics included the relationship between oral and written language, acquisition of literacy, biliteracy, the relationship between literacy and socioeconomic/sociopolitical factors, and the impact of societal expectations on literacy. The course was cross-listed with the Departments of Educational Psychology and Linguistics. Texts used in the course and reading assignments by topic are listed, and an extensive, selective bibliography is included. (NAV) (Adjunct ERIC Clearinghouse for ESL Literacy Education)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

**A Model Syllabus for
LITERACY AND LINGUISTICS
(ED P 578/LING 575)
with a Selected Bibliography**

PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Dr. Terrence
G. Wiley

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

Developed by

Terrence Wiley, Ph.D.,

Joint Professor of Applied Linguistics & Multicultural Education,
College of Education, California State University Long Beach

Course Description: A general introduction to the field of literacy studies from linguistic and sociocultural perspectives. Among the major topics presented are the relationships between oral and written language; the acquisition of literacy; biliteracy; the relationship between literacy and socioeconomic/sociopolitical factors; and the impact of societal expectations on literacy. Pedagogical implications of these issues are explored. (This course is cross-listed in the Departments of Educational Psychology and Linguistics.)

Texts: The majority of the required and student-selected readings will be drawn from the following texts. There will be some required supplementary readings beyond those in these texts (See the "Major Units" section for specific assessments.)

Required:

Crandall, J., & Peyton, J. K. (Eds.) (1993). *Approaches to adult ESL literacy instruction*. Washington, DC & McHenry, IL: Center for Applied Linguistics and Delta Systems.

Kintgen, E.R., Kroll, B.M., & Rose, M. (Eds.) (1988). *Perspectives on literacy*. Carbondale, IL: Southern Illinois University Press.

McKay, S.L. (1993). *Agendas for second language literacy*. Cambridge: Cambridge University Press.

Spener, D. (Ed.) (1994). *Adult biliteracy in the United States. Language in education*. Washington, DC & McHenry, IL: Center for Applied Linguistics and Delta Systems.

Wiley T.G. (in press), *Literacy and language diversity in the U.S.* Washington, DC & McHenry, IL: Center for Applied Linguistics and Delta Systems.

Focused Reading Selections (choose ONE of the following):

Auerbach, E. R. (1992b). *Making meaning, making change: Participatory curriculum development for adult ESL literacy*. Washington DC & McHenry, IL: Center for Applied Linguistics and Delta Systems. (This is a practical guide for those interested in promoting participatory literacy for social change).

Edelsky, C. (1991). *With literacy and justice for all: Rethinking the social in language and education*. London: Falmer Press. (Recommended for students specializing in K-12 practice).

Street, B.V. (Ed.) (1993). *Cross-cultural approaches to literacy*. Cambridge: Cambridge University Press. (Recommended for students interested in ethnographic approaches to the study of literacy).

Weinstein-Shr, G. (Ed.) (1993). *TESOL Quarterly*, vol. 27(no. 3). (Recommended for students specializing in adult ESL literacy).

Wrigley, H. Spruck, & Guth, G.J.A. (1992). *Bringing literacy to life: Issues and options in adult ESL literacy*. San Mateo, CA: Aguirre International. (This work provides a practical practitioner overview for adult ESL/literacy instructors).

ED 384 275

FL 861020

COURSE GOALS

Students completing this course should be able to demonstrate knowledge of:

- * issues in defining and measuring literacy/biliteracy;
- * major theoretical and practical issues regarding literacy/biliteracy;
- * issues regarding the purported cognitive and social consequences of literacy/illiteracy;
- * social and cultural functions of literacy/biliteracy;
- * sociocultural factors related to the acquisition of literacy/biliteracy;
- * socioeconomic, sociopolitical, and historical issues related to literacy/biliteracy;
- * relationships and differences between oral and written language;
- * theoretical issues regarding the relationships between L1 literacy and the development of L2 literacy and biliteracy;
- * contemporary instructional models and approaches to the promotion of literacy/biliteracy (K-12 or adult as appropriate),

Students should also demonstrate the ability to:

- * maintain a critical stance toward the subject matter and their own positions,
- * formulate and defend their theoretical orientations and operational definitions of, and instructional approaches, for promoting literacy/biliteracy.

GRADING

Grades will be based on a combination of *quality* and *quantity* of work completed. Grades will be based on the following types of assignments and activities (specific weights of these assignments and activities to be announced).

Essay Exams. Essay exams will be based on selected required readings. Study guides will be provided in advance..

Reading Discussion/Reports: Each student will review (in writing) and briefly report on *TWO* reading selections (e.g., an article or book chapter from the recommended readings, articles not assigned in required texts, or from the selected bibliography) and will provide (1) a synopsis of the selections, (2) an indication of their implications and linkage to related literature, and (3) a brief evaluation of the selections (establish criteria for the evaluation). Students provide handouts for the class (approximately 3-4 pages in length, single-spaced, typed; additional guidelines TBA).

Focused Reading Reviews. Students will submit a written review and a brief oral report on *ONE* of the *choice* readings. The oral component may be done as part of a team presentation (specific guidelines TBA.).

Literacy Report. Student will report orally and in writing on one of the following (1) a visit to a literacy program, (2) a presentation at TESOL, CATESOL, CABE, NABE, AAAL, IRA, AERA, or related conferences (specific guidelines TBA).

Semester Project: Students attempting to receive a grade of "A" must submit (in writing and briefly report on) a critical literature review of an issue or question related to course themes or undertake an analysis of a literacy policy. Topics should be negotiated with the instructor. Papers will: (1) identify a problem, question, or issue related to a course theme; (2) explain of the relevance/importance of the literature being reviewed (3) review the relevant literature (specific guidelines TBA.)

MAJOR TOPICS

1. Introduction and Common Myths / Stereotypes about Literacy and Language Diversity

Introduction and Overview of Readings and Assignments.

Readings:

McKay (1993). The plurality of literacies, in *Agendas for second language literacy*.

Scribner, S. (1988). Literacy in three metaphors. (pp. 71-81). In E.R. Kintgen, B.M. Kroll, & M. Rose. *Perspectives on literacy* (Ch. 1).

Wiley (in press). Common myths and stereotypes about literacy and language diversity. In *Literacy and language diversity in the United States* (Ch. 2).

2. Theoretical Orientations and Schisms

Readings:

Goody, J. & I. Watt (1988). The Consequences of literacy. In E.R. Kintgen *et al.* (Eds.), *Perspectives on literacy* (Ch. 1).

Ong, W.J. (1988). Some psychodynamics of orality. In E.R. Kintgen *et al.* (Eds.), *Perspectives on literacy* (Ch. 1).

Scribner, S. & Cole, M. (1988). Unpacking literacy. In E.R. Kintgen, B.M. Kroll, & M. Rose, *Perspectives on literacy* (pp. 57-70). Carbondale, IL: Southern Illinois University Press.

Gee (1994). Orality and Literacy: From the savage mind to ways with words. In J. Maybin (Ed.), *Language and literacy in social practice* (pp. 168-192).

Street (1993). Introduction: The new literacy studies. In B. Street (Ed.), *Cross-cultural approaches to literacy*.

Wiley (in press). Literacy and the great-divide: Cognitive or social? In *Literacy and language diversity in the United States* (Ch. 3).

Recommended:

Gee, J.P. (1988). Literacy from Plato to Freire. In J.P. Gee, *Social linguistics and literacy: Ideology in discourse* (Ch. 2).

Gough, K. (1988). Implications of literacy in traditional China and India. In E.R. Kintgen *et al.* (Eds.), *Perspectives on literacy* (Ch. 3).

Graff, H.J. (1988). The legacies of literacy. In E.R. Kintgen *et al.* (Eds.), *Perspectives on literacy* (Ch. 5).

Havelock, E.A. (1988). The coming of literate communication to Western culture. In E.R. Kintgen *et al.* (Eds.), *Perspectives on literacy* (Ch. 8).

Hornberger, N.H. (1989). Continua of biliteracy. *Review of Educational Research*, 59(3), 271-296.

3. Historical and Contemporary Sociopolitical Views of Literacy Development

Readings:

- Resneck, D.P., & Resneck, L.B. (1988). The nature of literacy: An historical exploration. In E.R. Kintgen *et al.* (Eds.), *Perspectives on literacy* (Ch. 12).
- Castell, S. & Luke, A. (1988). Defining 'literacy' in North American schools: Social and historical consequences. In E.R. Kintgen *et al.* (Eds.), *Perspectives on literacy* (Ch. 10).
- Huebner, T. (1987). A Socio-historical approach to literacy development: A comparative case study from the Pacific. In J.A. Langer (Ed.), *Language, literacy, and culture: Issues of society and schooling* (pp. 179-196).
- Kastle, C.F. (1988). The history of literacy and the history of readers. In E.R. Kintgen *et al.* (Eds.), *Perspectives on literacy* (Ch. 7).
- Mckay (1993): Sociopolitical agendas for second language literacy, in *Agendas for second language literacy* (Ch. 2).

Recommended:

- Donald, J. (1991). How illiteracy became a problem (and literacy stopped being one). In C. Mitchell and K. Weiler (Eds.), *Rewriting literacy: Culture and the discourse of the other* (pp. 211-227).
- Leibowitz, A.H. (1969). English literacy: Legal sanction for discrimination. *Notre Dame Lawyer*, 45(1), 7-66.
- Cook, W.D. (1977). *Adult literacy education in the United States*.
- Shannon, P. (1989). *Broken promises: Reading instruction in twentieth-century America*. South Hadley, MA: Bergin & Garvey.
- Shannon, P. (1990). *The struggle to continue*. Portsmouth, NH: Heinemann.

4. The Ethnography of Literacy and Socialization for School-Based Literacy Practices

Readings:

- Szwed, J.F. (1988). The ethnography of literacy. In E.R. Kintgen *et al.* (Eds.), *Perspectives on literacy* (Ch. 20).
- Schieffelin, B., & Cochran-Smith, M. (1984). Learning to read culturally: Literacy before schooling. In H. Goelman, A.A. Oberg, & F. Smith (Eds.), *Awakening to literacy* (pp. 3-23).
- Heath, S.B. (1988). Protean shapes in literacy events: Ever-shifting oral and literate traditions. In E.R. Kintgen *et al.* (Eds.), *Perspectives on literacy* (Ch. 23).
- Goodman, Y. (1988). The development of initial literacy. In E.R. Kintgen *et al.* (Eds.), *Perspectives on literacy* (Ch. 21).
- Erickson, F. (1988). School literacy, reasoning, and civility: An anthropologist's perspective. In E.R. Kintgen *et al.* (Eds.), *Perspectives on literacy* (Ch. 13).
- Stenberg, R.J. (1987). Second game: A school's-eye view of intelligence. In J.A. Langer (Ed.), *Language, literacy, and culture*.
- Wiley (in press). Literacy and language diversity in socio-cultural context, in *Literacy and language diversity in the United States* (Ch. 7).

Recommended:

- Edelsky, C. (1986). *Writing in a bilingual program: Habia una vez*. Ablex.

- Goodman, Y. (1991). Informal methods of evaluation. In Flood, J., Jensen, J.M., Lapp, D. & Squire, J.R. (Eds.). *Handbook of research on teaching the English language arts* (pp. 502-509). New York: MacMillan.
- Trueba, H.T. (1988). English literacy acquisition: From cultural trauma to learning disabilities. *Linguistics and Education*, 2(1), 125-152.

5. Family Literacy and Language Diversity

- Mckay (1993): Chapter 4: Family agendas for second language literacy, in *Agendas for second language literacy* (Ch. 4).
- Farr, C. (1994). Biliteracy in the home: Practices among Mexicano families in Chicago. Spener (1994). Introduction. In D. Spener (Ed.), *Adult biliteracy in the United States* (pp. 89-110).
- Weinstein-Shr. Literacy and second language learning: A family agenda. In D. Spener (Ed.), *Adult biliteracy in the United States* (pp. 111-112).

Recommended:

- Taylor (1994). Family literacy: Conservation and change in the transmission of literacy styles and values. In J. Maybin (Ed.), *Language and literacy in social practice* (pp. 58-72).
- Heath (1994). What no bedtime story means. In J. Maybin (Ed.), *Language and literacy in social practice* (pp. 73-95).
- Holt, D. (1994). *Assessing success in family literacy projects: Alternative approaches to assessment and evaluation*. Washington, DC & McHenry, IL: Center for Applied Linguistics and Delta Systems.
- Taylor, D. (1991b). Family literacy: Text as context. In Flood, J., Jensen, J.M., Lapp, D. & Squire, J.R. (Eds.). *Handbook of research on teaching the English language arts* (pp. 457-469).
- Taylor, D. (1988). *Growing up literate: Learning from inner-city families*. Portsmouth, NH: Heinemann.
- Weinstein-Shr, G. (Ed.). (1995). *Immigrant learners and their families: Literacy to connect the generations*. Washington, DC & McHenry, IL: Center for Applied Linguistics and Delta Systems.
- Wiley, T.G., & Sikula, J. (1992). Families, schools, literacy and diversity. In L. Kaplan & A. Brown (Eds.), *Education and the family* (pp. 69-85).

Take-home Essay Exam # 1 (covers topics 1-5)

6. Multilingualism, Language Variation in English, and Literacy Planning

- Ramírez (1994). Sociolinguistic considerations in biliteracy planning. In D. Spener (Ed.), *Adult biliteracy in the United States* (pp. 47-70).
- Wolfram (1994). Bidialectal literacy in the United States. In D. Spener (Ed.), *Adult biliteracy in the United States* (pp. 71-88).

- Williams, S.W. (1991). Classroom use of African American language: Educational tool or social weapon? In C.E. Sleeter (Ed.) *Empowerment through multicultural education* (pp. 199-215).
- Wiley (in press). Language diversity and the ascription of status. *Literacy and language diversity in the United States* (Ch. 6).

Recommended:

- Roy, J.D. (1987). The linguistic and sociolinguistic position of Black English and the issue of bidialectism in education. In P. Homel, et al. (Eds.), *Childhood bilingualism: Aspects of linguistic cognitive, and social development* (pp. 231-242).
- Smith, E. A. (1993). The black child in the schools: Ebonics and its implications for the transformation of American education. In Antonia Darder (Ed.), *Bicultural studies in education: The struggle for educational justice* (pp. 58-76).
- Saxena (1994). Literacies among the Punjabis in Southall (Britain). In J. Maybin (Ed.), *Language and literacy in social practice* (pp. 96-116).
- Williams, J.D., & G.C. Snipper (1990). *Literacy and bilingualism*. NY: Longman.

7. National Literacy Assessments and Literacy/Biliteracy

- Macías (1994). Inheriting sins while seeking absolution: Language diversity and national statistical data sets. In D. Spener (Ed.), *Adult biliteracy in the United States* (pp. 15-45).
- Wiley, T.G. (1994). Estimating Literacy in the Multilingual United States: Issues and Concerns. *ERIC Digest*. EDO-LE-93-94. Washington, DC: National Clearinghouse on Literacy Education, Center for Applied Linguistics.
- Wiley (in press). Defining and measuring literacy: Uses and abuses. In *Literacy and language diversity in the United States* (Ch. 4).

Recommended:

- Macías, R.F. (May 1993). Language and ethnic classification of language minorities: Chicano and Latino students in the 1990s. *Hispanic Journal of Behavioral Sciences*, 15(2):230-257.
- Mikulecky, L.J. (1990). Literacy for what purpose? In R.L. Venezky, D.A. Wagner, & D.S. Ciliberti (Eds.), *Toward defining literacy* (pp. 24-34). Newark, DE: International Reading Association. (ERIC Document Reproduction Service No. ED 313 677)
- Wiley, T.G. (1990). Literacy, biliteracy and educational achievement among the Mexican-origin population in the United States. *NABE Journal*, 14 (1-3):109-127.

8. Literacy and Economic Issues

- McKay (1993). Economic agendas for second language literacy, in *Agendas for second language literacy* (Ch. 3).
- Spener (1994). Introduction. In D. Spener (Ed.), *Adult biliteracy in the United States* (pp. 1-14).
- Wiley (in press). Literacy, schooling, and the socio-economic divide. *Literacy and language diversity in the United States* (Ch. 5).

9. Issues in Adolescent and Adult Language Minority Literacy

- Mckay (1993): Educational agendas for second language literacy, in *Agendas for second language literacy* (Ch. 5).
- Hornberger, N.H., & Hardman, J. (1994). Literacy as cultural practice and cognitive skill: Bilingualism in an ESL class and a GED program. In D. Spener (Ed.), *Adult bilingualism in the United States* (pp. 147-169).
- Walsh (1994). Engaging students in learning: Literacy, language, and knowledge production with Latino adolescents. In D. Spener (Ed.), *Adult bilingualism in the United States* (pp. 211-237).

Recommended:

- Auerbach, E. & McGrail, L. (1991). Rosa's Challenge: Connecting classroom and community contexts. In S. Benesch (Ed.), *ESL in America* (pp. 96-111).
- Auerbach, E. R., & Burges, D. (1987). The hidden curriculum of survival ESL. In I. Shor (Ed.), *Freire for the classroom* (pp. 150-169).
- Crandall, J.A. (1992). Adult literacy development. In W. Grabe & R.B. Kaplan (Eds.), *Annual Review of Applied Linguistics, 1991, Vol. 12* (pp. 86-104).
- Freire (1994). The adult literacy process as action for freedom. In J. Maybin (Ed.), *Language and literacy in social practice* (pp. 252-263).
- Rockhill (1994). Gender, language and the politics of literacy. In J. Maybin (Ed.), *Language and literacy in social practice* (pp. 233-251).
- Sola & Bennett (1994). The struggle for voice: Narrative, literacy and consciousness in an East Harlem school. In J. Maybin (Ed.), *Language and literacy in social practice* (pp. 117).
- Valadez, C.M. (1981). Identity, power, and writing skills: The case of the Hispanic bilingual student. In Whiteman (Ed.), *Writing* (pp. 167-178).
- Weinstein-Shr, G. (1993). Literacy and social process: A community in transition. In B. Street (Ed.), *Cross-cultural approaches to literacy* (pp. 272-293). Cambridge: Cambridge University Press.
- Wrigley and Guth (1992). Native language literacy, Chapter 5 in *Bring literacy to life: Issues and options in adult literacy*.

10. Toward Effective Policies and Practices for Inclusion in Adult Language Minority Literacy

- Mckay (1993): Agendas for second language literacy, literacy, in *Agendas for second language literacy* (Ch. 6).
- Auerbach, E. (1991). Literacy and ideology. In W. Grabe & R.B. Kaplan (Eds.), *Annual Review of Applied Linguistics, 1991, Vol. 12* (pp. 71-86). NY: Cambridge University Press.
- Crandall, J., & Peyton, J. K. (Eds.) (1993). *Approaches to adult ESL literacy instruction*.
- Wiley (in press) Chapter 9: The impact of literacy policies and practices. In *Literacy and language diversity in the United States*.

Recommended:

- Chisman, Wrigley, & Ewen (1993). *ESL and the American dream*. Washington, DC: Southport Institute for Policy Analysis.
- Wrigley, Chisman, & Ewen (1993). *Sparks of Excellence: Programs and promising practices in adult ESL*. A Report on an investigation of English as a second language service for adults. Washington, DC: Southport Institute for Policy Analysis.

Take-home Exam # 2 (covers topics 6-10)

FOCUSED READING SELECTIONS

CHOICE SELECTION I: Issues in K-12 Education: Whole Language and Critical Pedagogy

Edelsky, C. (1991). *With literacy and justice for all: Rethinking the social in language and education*. London: Falmer Press.

CHOICE SELECTION II: Issues in Adult ESL Literacy

Weinstein-Shr, G. (Ed.) (1993). *TESOL Quarterly*, vol. 27(no. 3). (Recommended for students specializing in adult ESL literacy).

CHOICE SELECTION III: Case Studies in the Ethnography of Literacy

Street, B.V. (Ed.) (1993). *Cross-cultural approaches to literacy*. Cambridge: Cambridge University Press. (Recommended for students interested ethnographic approaches to the study of literacy).

CHOICE SELECTION IV: Participatory Approaches in Adult ESL Literacy

Auerbach, E. R. (1992b). *Making meaning, making change: Participatory curriculum development for adult ESL literacy*. Washington DC & McHenry, IL: Center for Applied Linguistics and Delta Systems. (This is a practical guide for those interested in promoting participatory literacy for social change).

CHOICE SELECTION V: Contemporary Issues in Adult ESL Literacy

Wrigley, H. Spruck, and Guth, G.J.A. (1992). *Bringing literacy to life: Issues and options in adult ESL literacy*. San Mateo, CA: Aguirre International. (This work provides a practical practitioner overview for adult ESL/literacy instructors).

STUDENT PRESENTATIONS

1. Focused Reading Reviews (dates to be scheduled)
2. Literacy Reports (dates to be scheduled)
3. Semester Projects (dates to be scheduled)

Selected Bibliography

- Allen, V.G. (1991). Teaching bilingual & ESL children. In Flood, J., Jensen, J.M., Lapp, D. & Squire, J.R. (Eds.). *Handbook of research on teaching the English language arts* (pp. 356-363). New York: Macmillan.
- Anderson, R., & D. Pearson, P.D. (1984). A schema-theoretic view of basic processes in reading comprehension. In P. D. Pearson (Ed.), *Handbook of reading research* (pp. 255-291). New York: Longman.
- Andersson, B.V., & Barnitz, J.G. (1984). Cross-cultural schemata and reading comprehension instruction. *Journal of Reading*, 28(2), 102-108.
- Andersson, T. (1975). Bilinguality, or the bilingual child's right to read. *Journal of the Linguistic Association of the Southwest*, 1(2), 54-62.
- Auerbach, E. (1989). Toward a social-contextual approach to family literacy. *Harvard Educational Review*, 59(2), 165-182.
- Auerbach, E. (1992a). Literacy and ideology. In W. Grabe & R.B. Kaplan (Eds.), *Annual Review of Applied Linguistics, 1991, Vol. 12* (pp. 71-86). NY: Cambridge University Press.
- Auerbach, E. R. (1992b). *Making meaning, making change: Participatory curriculum development for adult ESL literacy*. McHenry, IL: Center for Applied Linguistics and Delta Systems.
- Auerbach, E. & McGrail, L. (1991). Rosa's Challenge: Connecting classroom and community contexts. In S. Benesch (Ed.), *ESL in America* (pp. 96-111). Portsmouth, NH: Boynton/Cook.
- Auerbach, E. R., & Burges, D. (1987). The hidden curriculum of survival ESL. In I. Shor (Ed.), *Freire for the classroom* (pp. 150-169). Portsmouth, N.H.: Boynton/Cook; Heinemann.
- de Avila, E. & Duncan, S. (1981). Bilingualism and the metaset. In R. Durán (Ed.), *Latino language and communicative behavior* (pp. 337-354). NJ: Ablex, 1981,
- Baker, L. & Brown, A. (1984). Metacognitive skills and reading. In P. D. Pearson (Ed.), *Handbook of reading research* (pp. 353-394). N.Y.: Longman.
- Barkin, F. (1981). Establishing criteria for bilingual literacy: The case of bilingual university students. *The Bilingual Review (La revista bilingue)*, 8(1), 1-13.
- Barton, D. & Ivanic, R. (Eds.) (1991). *Writing in the community*. London: Sage.
- Bennett, A.T. (1983). Discourses of power, the dialects of understanding, the power of literacy. *Journal of Education*, 165(1), 53-74.
- de Bernard, A.E. (1985). Why Jose can't get it in class: The bilingual child and standardized reading tests. *Roeper Review*, 8(2), 80-82.
- Bhatia, T.K. (1984). Literacy in monolingual societies. In R.B. Kaplan, et al. (Eds.) *Annual Review of Applied Linguistics, 1983* (pp. 23-38). Rowley, MA: Newbury House.
- Bloom, A.H. (1981). *The linguistic shaping of thought: A study of the impact of language on thinking in China and the West*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Breland, H.M. & Durán, R.P. (1985). Assessing English composition skills in Spanish-speaking populations. *Educational and Psychological Measurement*, 45(2), 309-318.

- Brodkey, L. (1991). Tropics of literacy. In C. Mitchell & K. Weiler (Eds.), *Rewriting literacy: Culture and the discourse of the other* (pp. 161-168). New York: Bergin & Garvey.
- Burtoff, M. (1985). Haitian Creole literacy evaluation study. Report. Washington, DC: Center for Applied Linguistics.
- Cabello, B. (1984). Cultural interference in reading comprehension: An alternative explanation. *Bilingual Review*, 11(1), 12-20.
- Camitta, M. (1993). Vernacular writing: Varieties of literacy among Philadelphia high school students. In B. Street (Ed.), *Cross-cultural approaches to literacy* (pp. 228-246). Cambridge: Cambridge University Press.
- Carrol, J. (1972). The case for ideographic writing. In J.F. Kavanagh, & I.G. Mattingly, (Eds.), *Language by ear and by eye: The relationships between speech and reading* (pp. 103-109). Cambridge, MA: MIT Press.
- de Castell, S. & Luke, A. (1983). Defining 'literacy' in North American schools: Social and historical consequences. *Journal of Curriculum Studies*, 15(4), 373-389.
- de Castell, S. & Luke, A. (1986). Models of literacy in North American schools: Social and historical conditions and consequences. In S. de Castell, A. Luke, & K. Egan (Eds.), *Literacy, society, and schooling* (pp. 87-109). Cambridge: Cambridge University Press.
- Chisman, F.P., Wrigley, H. Spruck, Ewen, D.T. (1993). *ESL and the American dream*. Washington, DC: Southport Institute for Policy Analysis.
- Clarke, M. (1980). The short circuit hypothesis of ESL reading--Or when language competence interferes with reading performance. *Modern Language Journal*, 64(2), 203-209.
- Clifford, G.J. (1984). Buch und lesen: Historical perspectives on literacy and schooling. *Review of Educational Research*, 54(4), 472-500.
- Collins, J. (1991). Hegemonic practice: Literacy and standard language in public education. In C. Mitchell & K. Weiler (Eds.), *Rewriting literacy: Culture and the discourse of the other* (pp. 229-253). New York: Bergin & Garvey.
- Conner, U., & McCagg, P. (1983). Cross-cultural differences and perceived quality in written paraphrases of English expository prose," *Applied Linguistic*, 4(3), 259-268
- Connor, U., & Kaplan, R. (Eds.) (1987). *Writing across languages: Analysis of L2 texts*. Massachusetts: Addison-Wesley.
- Cook, W.D. (1977). *Adult literacy education in the United States*. Newark, DE: International Reading Association. (ERIC Document Reproduction Service No. Ed. 138 972).
- Cook-Gumperz, J. (1986). Introduction: The social construction of literacy. In J. Cook-Gumperz (Ed.), *The social construction of literacy* (pp. 1-15). Cambridge: Cambridge University Press.
- Cook-Gumperz, J. (1986). Literacy and schooling: An unchanging equation? In J. Cook-Gumperz (Ed.), *The social construction of literacy* (pp. 16-45). Cambridge: Cambridge University Press.
- Cook-Gumperz, J., & Keller-Cohen, D. (Eds.) 1993). *Alternative literacies: In school and beyond* [theme issue]. *Anthropology & Education Quarterly*, 24(4).

- Cook-Gumperz, J. (December 1993). Dilemmas of identity: Oral and written literacies in the making of a basic writing student. *Anthropology & Education Quarterly*, 24(4), 336-356.
- Coulmas, F. (Ed.) (1984). *Linguistic minorities and literacy. Trends in linguistics: Studies and monographs* (No. 26). New York: Mouton.
- Crandall, J.A. (1984). Adult literacy. In R.B. Kaplan et al. (Eds.), *Annual Review of Applied Linguistics, 1983* (pp. 162-180). Rowley, MA: Newbury House.
- Crandall, J., & Imel, S. (1991). Issues in adult literacy education. *The ERIC Review*, 1(2), 2-7.
- Crandall, J.A. (1992). Adult literacy development. In W. Grabe & R.B. Kaplan (Eds.), *Annual Review of Applied Linguistics, 1991, Vol. 12* (pp. 86-104). NY: Cambridge University Press.
- Crandall, J., & Peyton, J. K. (Eds.) (1993). *Approaches to adult ESL literacy instruction. Language in education: Theory and practice*, 82, J. Peyton & F. Keenan (Eds.). McHenry, IL: Center for Applied Linguistics and Delta Systems.
- Cronnell, B. (1985). Language influences in the English writing of third and sixth-grade Mexican American students. *Journal of Education Research*, 78(3), 168-173.
- Cummins, J. & Swain, M. (1986). *Bilingualism in education*. New York: Longman.
- Cummins, J. (1981). The role of primary language development in promoting educational success for language minority students. In Office of Bilingual Education, California State Department of Education (Ed.), *Schooling and language minority students: A theoretical framework* (pp. 3-49). Los Angeles, CA: Evaluation,
- Cummins, J. (1983). Analysis-by-rhetoric: Reading the text or the reader's own projections? A reply to Edelsky et al. *Applied Linguistics*, 4 (1), 23-41.
- Cummins, J. (1984a). Wanted a theoretical framework for relating language proficiency to academic achievement among bilingual students. In C. Rivera (Ed.), *Language proficiency and academic achievement* (pp. 2-19). Avon, England: Multilingual Matters.
- Cummins, J. (1984b). Language proficiency and academic achievement revisited: A response. In C. Rivera (Ed.), *Language proficiency and academic achievement* (pp. 71-76). Avon, England: Multilingual Matters.
- Cummins, J. (1985). *Bilingualism and special education: Issues in assessment and pedagogy*. San Diego, CA: College-Hill Press.
- Delgado-Gaitan, C. & Trueba, H.T. (1991). *Crossing cultural borders: Education for immigrant families in America*. New York: The Falmer Press.
- Donald, J. (1991). How illiteracy became a problem (and literacy stopped being one). In C. Mitchell and K. Weiler (Eds.), *Rewriting literacy: Culture and the discourse of the other* (pp. 211-227). New York: Bergin & Garvey.
- Dubin, F., Eskey, E., Grabe, W. (Eds.) (1986). *Teaching second language reading for academic purposes*. Reading, MA: Addison-Wesley.
- Durán, R.P. (1981). Reading comprehension and the verbal deductive reasoning of bilinguals. In R.P. Durán (Ed.), *Latino language and communicative behavior*. (pp. 331-336). NJ: Ablex, 1981

- Durán, R.P. (1985). Discourse skills of bilingual children: Precursors of literacy. *International Journal of the Sociology of Language*, 53, 99-114.
- Durán, R.P. (1987). Metacognition in second language behavior. In J.A. Langer (Ed.), *Language, literacy, and culture: Issues of society and schooling* (pp. 49-63). Norwood, N.J.: Ablex.
- Edelsky, C. (1986). *Writing in a bilingual program: Habia una vez*. Norwood, NJ: Ablex Publishing Corp.
- Edelsky, C. (1991). *With literacy and justice for all: Rethinking the social in language and education*. London: Falmer Press.
- Edelsky, C., & Jilbert, K. (1983). Bilingual children and writing: Lessons for all of us. *Volta Review*, 87(5), 57-72.
- Edelsky, C., Hudelson, S., Flores, B., Barkin, F., Altweger, B., & Jilbert, K. (1983). Semilingualism and language deficit. *Applied Linguistics*, 4(1), 3-22.
- Egan, K. (1987). Literacy and the oral foundations of education. *Harvard Educational Review*, 57(4), 445-472.
- Erickson, F. (1981). When is a context? Some issues and methods in the analysis of social competence. In J.L. Green & C. Waiet (Eds.), *Ethnography and Language in Educational Settings* (pp. 147-160). Norwood, N.J.: Ablex.
- Erickson, F. (1984). School literacy, reasoning, and civility: An anthropologist's perspective. *Review of Educational Research*, 54(4), 525-546.
- Faltis, C.J. (1984). Reading and writing in Spanish for bilingual college students: What's taught at school and what's used in the community. *Bilingual Review*, 11(1), 21-32.
- Farr, M. (1991). Dialects, culture, and teaching the English language arts. In Flood, J., Jensen, J.M., Lapp, D. & Squire, J.R. (Eds.). *Handbook of research on teaching the English language arts* (pp. 365-371). New York: Macmillan.
- Feldbusch, E. (1986). The communicative functions and cognitive functions of written language. *Written Communication*, 3(1), 81-89.
- Ferreiro, E. & A. Teberosky (1982). *Literacy before schooling*. (K.G. Castro, trans.). Portsmouth, NH: Heinemann.
- Fillmore, L.W. (1986). Teaching bilingual learners. In M.C. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed.) (pp. 648-685). New York: MacMillan.
- Fingeret, A. (1984). Adult literacy education: Current and future directions. Information Series, No. 284. Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education, the National Center for Research in Vocational Education, Ohio State University.
- Fishman, A. (1988). *Amish literacy: What and how it means*. Portsmouth, NH: Heinemann.
- Fishman, J.A. (1980). Ethnocultural dimensions in the acquisition and retention of biliteracy. *Basic Writing*, 3(1), 48-61.
- de Francis, J. (1977). Language and script reform in China. In J. Fishman (Ed.), *Advances in the creation and revision of writing system* (pp. 122-148). The Hague: Mouton Publishers.

- Freebody, P., & Welch, A.R. (Eds.) (1993). *Knowledge, culture, and power: International perspectives on literacy as policy and practice*. Pittsburgh, PA: University of Pittsburgh Press.
- Freire, P. (1970). *Pedagogy of the oppressed* (M.B. Ramos, trans.). New York: Herder & Herder.
- Freire, P., & Macedo, D. (1987). Literacy and critical pedagogy. In P. Freire, & D. Macedo, *Literacy: Reading the word and the world* (pp. 141-159). Amherst, MA: Bergin & Garvey.
- Freire, P., & Macedo, D. (1987). *Literacy: Reading the word and the world*. Amherst, MA: Bergin & Garvey.
- Gee, J.P. (1986). Orality and literacy: From the savage mind to ways with words. *TESOL Quarterly*, 20(4), 719-746.
- Gee, J.P. (1988). The legacies of literacy: From Plato to Freire through Harvey Graff. *Harvard Educational Review*, 58(2), 195-212.
- Gee, J.P. (1990). *Social linguistics and literacies: Ideology in discourses*. London: Falmer Press.
- Gee, J.P. (1990). *Social linguistics and literacies: Ideology in discourses*. London: Falmer Press.
- Gee, J.P. (1992). Socio-cultural approaches to literacy (literacies). In W. Grabe & R.B. Kaplan (Eds.), *Annual Review of Applied Linguistics, 1991, Vol. 12* (pp. 31-48). NY: Cambridge University Press.
- Goodman, K. (1969). Analysis of oral reading miscues: Applied psycholinguistics. *Reading Research Quarterly*, 5(1), 9-30.
- Goodman, K. (1970). Psycholinguistic universals in the reading process. *Journal of Typographic Research*, 4, 103-110.
- Goodman, K., & Goodman, Y. (1983). Reading and writing relationship: Pragmatic functions. *Language Arts*, 60(5), 590-599.
- Goodman, K., (1967). Reading: A psychological guessing game. *Journal of the Reading Specialist*, 4, 126-135.
- Goodman, K., Goodman, Y., & Flores, B. (1979). *Reading in the bilingual classroom. Literacy and illiteracy*. Rosslyn, VA: National Clearinghouse for Bilingual Education.
- Goodman, Y. & Burke, C. (1980). *Reading strategies: Focus on comprehension*. New York: Holt, Rinehart & Winston.
- Goodman, Y. (1982). The development of initial literacy. In H. Goelman, A.A. Oberg, & F. Smith (Eds.), *Awakening to literacy* (pp. 102-109). Portsmouth, NH: Heinemann.
- Goodman, Y. (1991). Informal methods of evaluation. In Flood, J., Jensen, J.M., Lapp, D. & Squire, J.R. (Eds.). *Handbook of research on teaching the English language arts* (pp. 502-509). New York: MacMillan.
- Goody, J.R. & Watt, I. (1972). The consequences of literacy. In P. Giglioli (Ed.), *Language and Social Context* (pp. 311-357). London: Penguin books.
- Grabe, W., & Kaplan, R. (Eds.) (1991). *Annual review of applied linguistics, 12, 1991. Literacy*. Cambridge University Press.

- Graff, H.J. (1979). *The literacy myth: Literacy and social structure in the 19th century city*. New York: Academic Press.
- Greenfield, P. (1972). Oral or written language: The cognitive consequences of literacy development in Africa, U.S., and English. *Language and Speech*, 15(1), 169-178.
- Guthrie, L., & Hall, W. (1984). Ethnographic approaches to reading research, In P.D. Pearson (Ed.), *Handbook of Reading Research* (pp. 91-110). New York: Longman.
- Harman, D. H. (1987). *Illiteracy: A national dilemma*. New York: Cambridge.
- Heath, S.B. (1980). The functions and uses of literacy. *Journal of Communication*, 30, 1-11.
- Heath, S.B. (1982a). What no bedtime story means: Narrative skills at home and school. *Language and Society*, 11(2), 49-76.
- Heath, S.B. (1983a). *Ways with words: Language, life and work in communities and classrooms*. Cambridge: Cambridge University Press.
- Heath, S.B., (1983b). Toward an ethnohistory of writing in American education. In M. Farr Whiteman (Ed.), *Writing*, Vol. 2 (pp. 25-46). NJ: Erlbaum.
- Heath, S.B. (1984). Literacy or literate skills? Considerations for ESL/EFL learners. P. Larson, E.L. Judd, & D. Messerschmitt (Eds.), *On TESOL 1984: A brave new world for TESOL* (pp. 15-28). Washington, DC: Teachers of English to Speakers of Other Languages.
- Heath, S.B. (1986). Sociocultural contexts of language development. In Bilingual Education Office, California State Department of Education (Ed.), *Beyond language: Social and cultural factors in schooling language minority students* (pp. 143-186). Los Angeles, CA: Evaluation, Dissemination and Assessment Center, California State University, Los Angeles.
- Heath, S.B., with Thomas, C. (1982b). The achievement of preschool literacy for mother and child. In H. Goelman, A.A. Oberg, & F. Smith (Eds.), *Awakening to literacy* (pp. 51-72). Portsmouth, NH: Heinemann.
- Homel, P., Palij, M., & Aaronson, D. (Eds.) (1987). *Childhood bilingualism: Aspects of linguistic cognitive, and social development*. Hillsdale, NJ: Lawrence Erlbaum.
- Holt, D. (1994). *Assessing success in family literacy projects: Alternative approaches to assessment and evaluation*. Washington, DC & McHenry, IL: Center for Applied Linguistics and Delta Systems.
- Hornberger, N.H. (1989). Continua of Biliteracy. *Review of Educational Research*, 59(3):271-297.
- Hornberger, N.H. (1992). Biliteracy contexts, continua, and contrasts: Policy and curriculum for Cambodian and Puerto Rican students in Philadelphia. *Education and Urban Society*, 24(2):196-211.
- Hornberger, N.H., & Hardman, J. (1994). Literacy as cultural practice and cognitive skill: Biliteracy in an ESL class and a GED program. In D. Spener (Ed.), *Adult biliteracy in the United States* (147-169). *Language in Education: Theory and Practice*, 83. McHenry, IL: Center for Applied Linguistics and Delta Systems.
- Horowitz, R. (1984). Orality and literacy in bilingual-bicultural contexts. *NABE Journal*, 8(3), 11-26.

- Hudelson, S. (Ed.) (1981). *Learning to read in different languages*. Arlington, VA: Center for Applied Linguistics.
- Hudson, T. (1982). The effects of induced schemata on the "short circuit" in L2 reading: Non-decoding factors in L2 reading performance. *Learning Language* 32(1), 1-31.
- Huebner, T. (1987). A Socio-historical approach to literacy development: A comparative case study from the Pacific. In J.A. Langer (Ed.), *Language, literacy, and culture: Issues of society and schooling* (pp. 179-196). Norwood, NJ: Ablex.
- Hunter, C. & Harman, D. (1979). *Adult literacy in the United States*. New York: McGraw-Hill.
- Illich, I. (Fall 1979). Vernacular values and education. *Teacher's College Record*, 81(1), 31-75.
- Impink-Hernandez, M.V. (June, 1985). Literacy and minority language families. *Memo*. National Clearinghouse for Bilingual Education.
- Journal of Education* (Winter 1983), 165(1). (Special issue on literacy and ideology.)
- Kalmar, T.M. (1994). ¿Guariyusei? Adult biliteracy in its natural habitat. In D. Spener (Ed.), *Adult biliteracy in the United States* (pp. 123-146). *Language in Education: Theory and practice*, 83. McHerny, IL: Center for Applied Linguistics and Delta Systems.
- Kaplan, R.B. (1966). Cultural thought patterns in intercultural education. *Language learning*, 16, 1-20.
- Kaplan, R.B., et al. (Eds.) (1984). *Annual Review of Applied Linguistics: 1983*. Rowley, MA: Newbury House.
- Kaplan, R.B., (1986). Cultural thought patterns revisited. In U. Connor & R.B. Kaplan (Eds.), *Writing across languages. Analysis of L2 Text* (pp. 9-21). Reading, MA: Addison-Wesley.
- Kavanagh, J.F., & Mattingly, I.G. (Eds.) (1972). *Language by ear and by eye: The relationships between speech and reading*. Cambridge, MA: MIT Press.
- Kindell, G. (1984). Linguistics and literacy. In R.B. Kaplan et al. (Eds.), *Annual Review of Applied Linguistics. 1983* (pp. 8-23). Rowley, MA: Newbury House.
- Kintgen, E.R., Kroll, B.M., & Rose, M (Eds.)(1988). *Perspectives on literacy*. Carbondale, IL: Southern Illinois University Press.
- Kirsch, I. & Guthrie, J.T. (1977-1978). The concept and measurement of functional illiteracy. *Journal of Education*, 13(4), 486-507.
- Kirsch, I.S., & Jungeblut, A. (1986). *Literacy: Profiles of America's young adults*. ETS report no. 16-PL-02. Princeton, NJ: Educational Testing Service.
- Kozol, J. (1985). *Illiterate America*. Garden City, N.Y.: Anchor Press.
- Labov, W. (1982a). The logic of nonstandard English. In W. Labov (Ed.), *Language in the inner city: Studies in the Black English vernacular*. Philadelphia: University of Pennsylvania Press.
- Labov, W. (1982b). Objectivity and commitment in linguistic science: The case of Black English trail in Ann Arbor. *Language and Society*, 11, 165-201.
- Labov, W. (1987). The community as educator. In J.A. Langer (Ed.), *Language, literacy, and culture: Issues of society and schooling* (pp. 128-148). Norwood, NJ: Ablex.
- Lado, R. (1981-1982). Developmental reading in two languages. *NABE Journal*, 6(2-3), 99-110.

- Langer, J.A. (Ed.) (1987). *Language, literacy, and culture: Issues of society and schooling*. Norwood, NJ: Ablex.
- Lankshear, C., with Lawler, M. (1987). *Literacy, schooling and revolution*. New York: Falmer.
- Leacock, E. (1972). Abstract versus concrete speech: A false dichotomy. In C. Cazden, *et al.* (Eds.), *Functions of Language in the Classroom* (pp. 111-134). NY: Teachers College Press.
- Leibowitz, A.H. (1969). English literacy: Legal sanction for discrimination. *Notre Dame Lawyer*, 45(1), 7-66.
- Lessow-Hurley, J. (1990). *The foundations of dual language instruction*. NY: Longman.
- Levine, K. (1982). Functional literacy: Fond illusions and false economies. *Harvard Educational Review*, 52(3), 249-267.
- Maybin, J. (Ed.) (1994). *Language and literacy in social practice*. Philadelphia, PA: Multilingual Matters with the Open University.
- Mace-Matluck, B.J. (1982). Literacy instruction in bilingual settings: A synthesis of current research. Report. Los Alamitos, CA: National Center for Bilingual Research.
- Mace-Matluck, B.J., *et al.* (1982). Language and literacy learning in bilingual instruction: Preliminary report. Descriptive studies--Asian, Spanish, Navaho. Washington, DC: National Institute of Education. (ERIC Document Reproduction Service No. ED No. 245 571).
- Macías, R.F, Wiley, T.G, & Silva, C. (1988). A selected bibliography on Latino literacy, illiteracy and second language acquisition, development, and instruction. In R.F. Macías, *Latino Illiteracy in the United States*. Tomás Rivera Center. Claremont, CA: Tomás Rivera Center.
- Macías, R.F. (1988). *Latino illiteracy in the United States*. Report. Tomás Rivera Center. Claremont, CA: Tomás Rivera Center.
- Macías, R.F. (1990). Definitions of literacy: A response. In R.L. Venezky, D.A. Wagner, B.S. Ciliberti (Eds.), *Toward defining literacy* (pp. 17-23). Newark, DE: International Reading Association.
- Macías, R.F. (May 1993). Language and ethnic classification of language minorities: Chicano and Latino students in the 1990s. *Hispanic Journal of Behavioral Sciences*, 15(2), 230-257.
- Macías, R.F. (1994). Inheriting sins while seeking absolution: Language diversity and national statistical data sets. In D. Spener (Ed.), *Adult Biliteracy in the United States* (pp. 15-45). McHerny, IL: Center for Applied Linguistics and Delta Systems.
- McGroaty, M. (1988). Second language acquisition theory relevant to language minorities: Cummins, Krashen, and Schumann. In S.L. McKay & S.C. Wong (Eds.), *Language diversity: Resource or Problem?* (pp. 295-337). Cambridge, MA: Newbury House.
- McKay, S.L. & Wong, S.C. (Eds.) (1988). *Language diversity: Resource or problem? A social and educational perspective on language minorities in the United States*. Cambridge, MA: Newbury House.
- McKay, 1993. *Agendas for second language literacy*. Cambridge: Cambridge.
- McKay, S.L. & G. Weinstein-Shr (Autumn 1993). English literacy in the United States: National policies, consequences. *TESOL Quarterly*, 27(3), 399-419.

- Martin, S. (1972). Nonalphabetic writing systems. In J.F. Kavanagh, & I.G. Mattingly, (Eds.), *Language by ear and by eye: The relationships between speech and reading* (pp. 81-102). Cambridge, MA: MIT Press.
- Martin-Jones, M. & Romaine, S. (1986). Semilingualism: A half-baked theory of communicative competence. *Applied Linguistics*, 7(1), 26-38.
- McArthur, E.K (November 1993). Language characteristics and schooling in the United States, a changing picture: 1979 and 1989. Office of Educational Research and Improvement. National Center for Educational Statistics. U.S. Department of Education. NCES 93-699.
- Menyuk, P. (1991). Linguistics and teaching the language arts. In Flood, J., Jensen, J.M., Lapp, D. & Squire, J.R. (Eds.). *Handbook of research on teaching the English language arts* (pp. 24-29). New York: Macmillan.
- Miller, C. (May 1991). Some contextual problems relative to the acquisition of literacy by Hmong refugees. Unpublished Masters Thesis. California State University, Long Beach.
- Mitchell, C. & Weiler, L. (Eds.) (1991). *Rewriting literacy: Culture and the discourse of the other*. New York: Bergin & Garvey.
- Mohan, B. & L., W. A. (1985). Academic Writing and Chinese students: Transfer and developmental factors. *TESOL Quarterly*, 19(3):515-534.
- O'Connor, P. (1993). Workplace literacy in Australia: Competing Agenda. In P. Freebody, & A.R. Welch (Eds.) (1993). *Knowledge, culture, and power: International perspectives on literacy as policy and practice* (pp. 187-208). Pittsburgh, PA: University of Pittsburgh Press.
- Odlin, T. (1989). *Language transfer: Cross-linguistic influence in language learning*. NY: Cambridge University Press.
- Office of Bilingual Education (1982). *Basic principles for the education of language-minority students: An overview*. Sacramento, CA: California State Department of Education.
- Ogbu, J.U. (1987). Opportunity structure, cultural boundaries, and literacy. In J.A. Langer (Ed.), *Language, literacy, and culture: Issues of society and schooling* (pp. 149-177). Norwood, NJ: Ablex.
- Olson, D.R. (1977). From utterance to text: The bias of language in speech and writing. *Harvard Educational Review*, 47, 257-281.
- Olson, D.R. (1984). See! Jumping! Some oral language antecedents of literacy. In H. Goelman, A.A. Oberg, & F. Smith (Eds.), *Awakening to literacy* (pp. 185-192). Portsmouth, NH: Heinemann.
- Olson, D.R. (1987). Development of the metalanguage of literacy. *Interchange*, 18, 136-146.
- Olson, D.R. (1994). *The world on paper: The conceptual and cognitive implications of reading and writing*. Cambridge: Cambridge University Press.
- Ong, W.J. (1982). *Orality and literacy: The technologizing of the word*. London: Methuen.
- Ortiz, L.T., & Engelbrecht, G. (1986). Partners in biliteracy: The school and the community. *Language Arts*, 63(5), 458-465.
- Penfield, J. (1984). Vernacular base of literacy development in Chicano English. In J. Ornsten-Galicia (Ed.), *Form and function in Chicano English* (pp. 71-82). Rowley, MA: Newbury House.

- Peyton, J.K. (1989). Listening to students' voices: Educational materials written by and for LEP adult literacy learners. National Clearing House on Literacy Education, December: 1-4.
- Pugh, S.M. (1992). Literacy and biliteracy: Linguistic consequences. In W. Grabe & R.B. Kaplan (Eds.), *Annual Review of Applied Linguistics, 1991, Vol. 12* (pp.). NY: Cambridge University Press.
- Resnick, D.P. (1991). Historical perspectives on literacy and schooling. In S.R. (Ed.), *Literacy: An overview by fourteen experts* (pp. 15-32). New York: Hill and Wong.
- Resnick, D.P., & Resnick, L.B. (1977). The nature of literacy: An historical exploration. *Harvard Educational Review*, 47(3), 370-385.
- Resnick, L.B. (1991). Literacy in and out of school. In S.R. (Ed.), *Literacy: An overview by fourteen experts* (pp. 169-185). New York: Hill and Wong.
- Review of Educational Research* (Winter 1984) 5(4). (Special issue on literacy.)
- Rodby, J. (1992). *Appropriating literacy: Writing in English as a second language*. Portsmouth, NH: Boynton/Cook.
- Rogers, Z. N. Singer and H. (1981). Anglo and Chicano Comprehension of Ethnic Stories. In M. Kamil (Ed.), *Directions in Reading: Research and Instruction* (pp. 205-210). Washington, DC: National Reading Conference.
- Roy, J.D. (1987). The linguistic and sociolinguistic position of Black English and the issue of bidialectism in education. In P. Homel, et al. (Eds.), *Childhood bilingualism: Aspects of linguistic cognitive, and social development* (pp. 231-242). Hillsdale, N.J.: Lawrence Erlbaum.
- Rubin, J. (1977). Textbook writers and language planning. In J. Rubin, et al., (Eds.), *Language Planning Processes* (pp. 235-253). Hague: Mouton.
- Rubin, J. (1980). Study of cognitive processes in second language learning. *Applied Linguistics* 11(2), 177-131.
- Ruth, L.P. (1991). Who determines policy? Power and politics in English language arts education. In Flood, J., Jensen, J.M., Lapp, D. & Squire, J.R. (Eds.). *Handbook of research on teaching the English language arts* (pp. 85-109). New York: Macmillan.
- Schieffelin, B., & Cochran-Smith, M. (1984). Learning to read culturally: Literacy before schooling. In H. Goelman, A.A. Oberg, & F. Smith (Eds.), *Awakening to literacy* (pp. 3-23). Portsmouth, NH: Heinemann.
- Schieffelin, B., Gilmore, P., & Freedle, R.O. (Eds.) (1986). *The Acquisition of literacy: Ethnographic perspectives. Advances in discourse processes series (Vol. 21)*. NJ: Ablex.
- Scollon, R., & Scollon, S. (1981). *Narrative, literacy and face in interethnic communication*. Norwood, NJ: Ablex.
- Scribner, S. & Cole, M. (1978). Literacy without schooling: Testing for intellectual effects. *Harvard Educational Review*, 48, 448-461.
- Scribner, S. & Cole, M. (1981). *The psychology of literacy*. Cambridge, MA: Harvard University Press.
- Scribner, S. (1984). Literacy in three metaphors. *American Journal of Education*, 93 (1), 6-21.

- Shannon, P. (1989). *Broken promises: Reading instruction in twentieth-century America*. South Hadley, MA: Bergin & Garvey.
- Shannon, P. (1990). *The struggle to continue*. Portsmouth, NH: Heinemann.
- Shor, I. (Ed.) (1987). *Freire for the classroom: A sourcebook for liberatory teaching*. Portsmouth, NH: Heinemann.
- Smith, E. A. (1993). The black child in the schools: Ebonics and its implications for the transformation of American education. In Antonia Darder (Ed.), *Bicultural studies in education: The struggle for educational justice* (pp. 58-76). Claremont, CA: Institute for Education in Transformation, the Claremont Graduate School.
- Smith, F. (1973). *Psycholinguistics and reading*. New York: Holt, Rinehart & Winston.
- Smith, F. (1975). *Comprehension and learning*. New York: Holt, Rinehart & Winston.
- Smith, F. (1982a). *Understanding reading: A Psycholinguistic analysis of reading and learning to read* (3rd Ed). New York: Holt, Rinehart & Winston.
- Smith, F. (1982b). *Writing and the writer*. New York: Holt, Rinehart & Winston.
- Smith, F. (1983). *Essays into literacy*. Portsmouth, NH: Heinemann.
- Spener, D. (Ed.) (1994). *Adult Biliteracy in the United States. Language in Education: Theory and Practice*, 83. McHerny, IL: Center for Applied Linguistics and Delta Systems.
- Street, B.V. (1984). *Literacy in theory and practice*. Cambridge, England: Cambridge University Press.
- Street, J.C., & Street, B.V. (1991). The schooling of literacy. In D. Barton & R. Ivanic (Eds.), *Writing in the community* (pp. 143-166). London: Sage.
- Street, Brain V. (Ed.) (1993). *Cross-cultural approaches to literacy*. Cambridge: Cambridge University Press.
- Stubbs, M. (1980). *Language and literacy: The sociolinguistics of reading and writing*. London: Routledge and Kegan Paul.
- Stubbs, M. (1994). Educational planning in England and Wales. In J. Maybin (Ed.), *Language and literacy in social practice* (pp. 193-214). Philadelphia, PA: Multilingual Matters with the Open University.
- Stuckey, J.E. (1991). *The violence of literacy*. Portsmouth, NH: Heinemann.
- Szwed, J. (1981). The ethnography of literacy. In M.F. Whiteman (Ed.), *Writing: The nature, development and teaching of written communication, Vol. 1: Variation in writing* (pp. 13-23). Hillsdale, NJ: Erlbaum.
- Taylor, D. (1983). *Family literacy: Young children learning to read and write*. Portsmouth, NH: Heinemann.
- Taylor, D. (1991a). *Learning denied*. Portsmouth, NH: Heinemann.
- Taylor, D. (1991b). Family literacy: Text as context. In Flood, J., Jensen, J.M., Lapp, D. & Squire, J.R. (Eds.). *Handbook of research on teaching the English language arts* (pp. 457-469). NY: Macmillan.

- Taylor, D., & Dorsey-Gaines, C. (1988). *Growing up literate: Learning from inner-city families*. Portsmouth, NH: Heinemann.
- Taylor, D.M. (1987). Social psychological barriers to effective childhood bilingualism. In P. Homel, *et al.* (Eds.), *Childhood bilingualism: Aspects of linguistic cognitive, and social development* (pp. 183-195). Hillsdale, NJ: Lawrence Erlbaum.
- Thonis, E. (1983). *English-Spanish connections: Excellence in English for Hispanic children through Spanish Language and literacy development*. Northvale, NJ: Santillana.
- Torruellas, R.M., Benmayor, R., Goris, A., & Juarbe, A. (1991). Affirming cultural citizenship in the Puerto Rican community: Critical literacy and the El Barrio Popular Literacy Program. In C.E. Walsh (Ed.), *Literacy as praxis: Culture, language, and pedagogy* (pp. 183-219). Norwood, NJ: Ablex.
- Trueba, H.T. (1984). The forms, functions, and values of literacy: Reading for survival in a barrio as a student. *NABE Journal*, 9(1), 41-51.
- Trueba, H.T. (1988). English literacy acquisition: From cultural trauma to learning disabilities. *Linguistics and Education*, 2(1), 125-152.
- Tzeng, O. & Wang, W. (May-June 1983). The first two R's. *American Scientist*:238-243. (Includes the two letters to the editor in the Sept.-Oct. issue: Besner, and authors reply [71:5], pp. 452, 456).
- Tzeng, O., (September 1980). Cognitive processing of various orthographies. *Professional Papers*. National Center for Bilingual research.
- Valadez, C.M. (1981). Identity, power, and writing skills: The case of the Hispanic bilingual student. In M.F. Whiteman (Ed.), *Writing: The nature, development and teaching of written communication, Vol. 1: Variation in writing* (pp. 167-178). Hillsdale, NJ: Erlbaum.
- Valencia, R.R. & Aburto, S. (1991). The uses and abuses of educational testing: Chicanos as a case in point. In R.R. Valencia (Ed.), *Chicano school failure and success: Research and policy agendas for the 1990s* (pp. 203-251). NY: Falmer.
- Vargas, A. (1986). Illiteracy in the Hispanic community. Report of the National Council of La Raza. Washington, DC: National Council of La Raza.
- Venezky, R.L. (1991). Catching up and filling in: Literacy learning after high school. In Flood, J., Jensen, J.M., Lapp, D. & Squire, J.R. (Eds.). *Handbook of research on teaching the English language arts* (pp. 343-348). NY: Macmillan.
- Venezky, R.L., Kaestle, C., & Sum, A. (1987). *The subtle danger: Reflections on the literacy abilities of America's young adults*. Report No. 16-CAEP-01. Princeton, NJ: Center for the Assessment of Educational Progress, Educational Testing Service.
- Vygotsky, L.S. (1978). *Mind in society: The development of higher psychological processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds.). Cambridge, MA: Harvard University Press.
- Wallerstein, N. (1987). In I. Shor (Ed.), *Freire for the classroom* (pp. 33-44). Portsmouth, N.H.: Boynton/Cook; Heinemann.

- Walsh, C.E. (1991). Literacy as praxis: A framework and an introduction. In C.E. Walsh (Ed.), *Literacy as praxis: Culture, language, and pedagogy* (pp. 1-22). Norwood, NJ: Ablex.
- Walsh, C.E. (Ed.) (1991). *Literacy as praxis: Culture, language, and pedagogy*. Norwood, NJ: Ablex.
- Warren, R.L. (1982). Schooling, biculturalism, and ethnic identity: A case study. In G. Spindler (Ed.), *Doing the ethnography of schooling: Educational anthropology in action* (pp. 383-409). New York: Holt Rinehart & Winston.
- Weinstein, G. (1984). Literacy and second language acquisition: Issues and perspectives. *TESOL Quarterly*, 18(3), 471-484.
- Weinstein-Shr, G. (1993). Literacy and social process: A community in transition. In B. Street (Ed.), *Cross-cultural approaches to literacy* (pp. 272-293). Cambridge: Cambridge University Press.
- Weinstein-Shr, G. (1993). Overview discussion: Directions in adult ESL literacy--An invitation to dialogue. *TESOL Quarterly*, 27(3):517-533.
- Weinstein-Shr, G. (in press). Literacy and older adults in the United States. Center for Adult Literacy. Philadelphia, PA: National Center for Adult Literacy.
- Weinstein-Shr, G. (Ed.). (1995). *Immigrant learners and their families: Literacy to connect the generations*. Washington, DC & McHenry, IL: Center for Applied Linguistics and Delta Systems.
- Wells, G. (1985). *Language learning and education*. Berkshire, England: NFER-Nelson.
- Wells, G. (1986). *The meaning makers: Children learning language and using language to learn*. Portsmouth, NH: Heinemann.
- Wells, G. (1991). Apprenticeship in literacy. In C.E. Walsh (Ed.), *Literacy as praxis: Culture, language, and pedagogy* (pp. 51-85). Norwood, N.J.: Ablex.
- Whiteman, M.F. (1981). Dialect influence in writing. In M.F. Whiteman (Ed.), *Writing: The nature, development and teaching of written communication, Vol. 1: Variation in writing: Functional and linguistic-cultural differences* (pp. 153-166). Hillsdale, NJ: Erlbaum.
- Whiteman, M.F. (Ed.) (1981). *Writing: The nature, development and teaching of written communication, Vol. 1: Variation in writing: Functional and linguistic-cultural differences*. Hillsdale, NJ: Erlbaum.
- Wiley, T.G. (1986). The significance of language and cultural barriers for the Euro-American elderly. In C. Hayes et al. (Eds.), *The Euro-American elderly: A guide to practice* (pp. 35-50). New York: Springer Publishing Co.
- Wiley, T.G. (1988). Literacy, biliteracy, and educational achievement among the Mexican-origin population in the United States. Unpublished doctoral dissertation. Los Angeles, CA: University of Southern California.
- Wiley, T.G. (1990). Literacy, biliteracy and educational achievement among the Mexican-origin population in the United States. *NABE Journal*, 14(1-3):109-127.
- Wiley, T.G. (1990-1991a). Literacy among the Mexican-origin population: What a biliteracy analysis can tell us. *AMAE, Journal of the Association of Mexican American Educators*, 17-38.

- Wiley, T.G. (1990-1991b). Disembedding Chicano Literacy: The need for a group-specific focus on adult literacy. *Journal of the School of Education* (CSU Stanislaus), 8(1), 49-54.
- Wiley, T.G. (July 1991). Measuring the nation's literacy: Important considerations, *ERIC Digest*. Washington, DC: National Clearinghouse on Literacy Education, Center for Applied Linguistics. EDO-LE-91-04.
- Wiley, T.G., & Sikula, J. (1992). Families, schools, literacy and diversity. In L. Kaplan & A. Brown (Eds.), *Education and the Family* (pp. 69-85). Boston, MA: Allyn & Bacon.
- Wiley, T.G. (1993a). Discussion of Klassen & Burnaby and McKay & Weinstein-Shr: Beyond assimilationist literacy policies and practices. *TESOL Quarterly*, 27(3), pp. 421-430.
- Wiley, T.G. (1993b). Issues of access, participation and transition in adult ESL. Working paper. Southport Institute for Policy Analysis, Washington: DC.
- Wiley, T.G. (September 1994). Estimating Literacy in the Multilingual United States: Issues and Concerns. *ERIC Digest*. EDO-LE-93-94. Washington, DC: National Clearinghouse on Literacy Education, Center for Applied Linguistics.
- Wiley, T.G. (in press). *Literacy, language and diversity in the United States*. . *Language in Education: Theory and Practice*. Washington, DC & McHerny, IL: Center for Applied Linguistics & Delta Systems.
- Williams, J.D., & G.C. Snipper (1990). *Literacy and bilingualism*. NY: Longman.
- Williams, S.W. (1991). Classroom use of African American language: Educational tool or social weapon? In C.E. Sleeter (Ed.) *Empowerment through multicultural education* (pp. 199-215). N.Y.: SUNY Press.
- Willinsky, J. (1990). *The new literacy: Redefining reading and writing in the schools*. N.Y.: Routledge.
- Willinsky, J. (1991). Popular literacy and the roots of the new writing. In C. Mitchell and K. Weiler (Eds.), *Rewriting literacy: Culture and the discourse of the other* (pp. 253-269). New York: Bergin & Garvey.
- Wolfram, W. (1991). The community and language arts. In J. Flood, J.M. Jensen, D. Lapp, & J.R. Squire, (Eds.). *Handbook of research on teaching the English language arts* (pp. 470-476). New York: Macmillan.
- Wolfram, W., & Christian, D. (1989). *Dialects and education: Issues and answers*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Wrigley, H.S., & Guth, G.J.A. (1992). *Bringing literacy to life: Issues and options in adult ESL literacy*. San Mateo, CA: Aguirre International.
- Wrigley, H.S. Chisman, F.P., Ewen, D.T. (1993). *Sparks of excellence: Program realities and promising practices in adult ESL*. Washington, DC: Southport Institute for Policy Analysis.